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ABSTRACT

Five papers describe components of an inservice program: (1) the establishment of goals which reflect basic learning principles; (2) necessary components of total inservice program; (3) the identification and meeting of reading teachers' needs and teacher involvement in planning; (4) inservice programs in the large school; and (5) the description of an existing inservice program in a small school. References are cited for individual articles. (This document previously announced as ED 027 161.) (JB)

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HIGHLIGHTS

OF THE PRE-CONVENTION INSTITUTES

IN-SERVICE PROGRAMS IN READING

SEATTLE, 1967
INTERNATIONAL READING ASSOCIATION

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HIGHLIGHTS
OF THE
1967 PRE-CONVENTION INSTITUTES

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and
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Editors

IN-SERVICE PROGRAMS IN READING

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INTERNATIONAL READING ASSOCIATION

Newark, Delaware

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FOREWORD

The Twelfth Annual Convention of the International Reading Association met in Seattle, Washington, May 2-6, 1967. The first two days were devoted to a series of institutes dealing with specific areas in the field of reading.

The following Institutes were held:

I. Bold Action Programs for the Disadvantaged: Elementary Reading
Chairman: Gertrude Whipple
Detroit Public Schools

II. Current Administrative Problems in Reading
Chairman: Thorsten R. Carlson
Sonoma Park College

III. Reading and Concept Attainment
Chairman: Russell G. Stauffer
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IV. Junior College Reading Programs
Chairman: Horst G. Taschow
Central Oregon College

V. Interdisciplinary Approach to Reading Disabilities
Chairman: Gilbert Schiffman
Maryland Public Schools

VI. In-Service Programs in Reading
Chairman: Dwane Russell
East Texas Center for Educational Services

The sessions represented by these papers attempted to examine in depth the thought and practice that currently prevails in these specialized areas. It is hoped that the reader will gain at least in small measure some of the inspiration and motivation that were produced by the sessions themselves.

Paul Conrad Berg
General Chairman

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

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ESTABLISHING GOALS FOR AN EFFECTIVE IN-SERVICE PROGRAM
INSTITUTE ON IN-SERVICE EDUCATION

Janet R. Nymann
The University of Texas

MUCH HAS BEEN written on the subject of establishing goals for an in-service program, very often with emphasis on the importance of setting goals which are specific enough to allow later evaluation of the degree to which they have been attained and which reflect needs of teachers. Since these important points are widely known and accepted, attention here is focused on another aspect of goal-setting which has received some lip-service but not nearly enough practical application.

To begin, an idea is suggested which may be considered axiomatic to the consideration of this topic of establishing goals for an effective program of in-service education in reading. The axiom is simply this: that such programs ought to be structured as truly educative processes, utilizing the very best techniques we know of to bring about learning.

If one reviews what actually has taken place in many in-service programs, one can see innumerable violations of the very principles espoused regarding effective education. Classroom teachers are expected to operate under the principle that individuals learn most effectively when 1) a need is identified by the learners; 2) their unique interests and abilities are not merely recognized but are permitted to emerge and direct the paths of learning; 3) the learners participate actively in the search for knowledge; 4) they are provided with concrete experiences; 5) they are allowed to express and evaluate what has been learned; and 6) the course of further learning springs from what has just taken place.

In contrast, one sees the too-typical in-service program where somebody "up there" has decided what the program topic is to be, lecturers are invited to expound (to required-attendance audiences of teachers), and at the conclusion of the program, teachers return to their classrooms very often to proceed exactly as before, but with either feelings of a

little guilt or reaffirmed convictions that lecturers really do not know what the practical situation is like.

Perhaps the contrast is too sharp; perhaps, however, one can learn from the basic flaw of that kind of in-service and find a cue leading toward in-service programs which do achieve changed behavior. This flaw is the apparent assumption that the process by which teachers learn is quite different from that by which other individuals learn. I am suggesting here that one design in-service programs which actually reflect basic principles of learning.

How, then, does the establishment of goals for in-service programs fit into such a design? In much the same way that a teacher has goals of a slightly different nature from those elicited from her students, perhaps the goals established by an administrator ought to be of a different sort from those established by his teachers. This is not to say that the two sets of goals would be antagonistic or different in importance but, rather, that they would be different in character. Goals set by the administrator should relate primarily to the setting of conditions to facilitate teachers' learning and goals set by teachers should relate to particular topics for study as well as to specific desired results. This separation of goal-setting responsibility is proposed as a means of laying the foundation for an in-service program that will approach the ideal environment for learning. The leader--the administrator--provides the rich environment; the learners--in this case, teachers--take responsibility for the selection of experiences to meet needs they have identified.

The explicit goal which might appropriately be adopted by the administrator or person in charge of in-service amounts to setting the environment for teacher involvement. The administrator should seek to determine and set those conditions which are likely to promote acquisition of knowledge, thinking, original responses, a steady flow of ideas, and basic to each of these, that truly personal involvement which is a prerequisite to learning.

What are those conditions which would then represent the administrator's specific aims? Here one can draw upon the works of Shumsky (2), Smith (3), and Torrance (4). While their writings are directed toward the setting of classroom learning conditions, very similar conditions are applicable to the in-service learning situation. A summary of the suggestions of these writers and an interpretation of applying their conditions to the present context follows.

Intellectual Conditions. One of the administrator's goals here must be to provide an abundance of food for thought. This end implies a determination to make available numerous and varied avenues of study: books, pamphlets, journals, and selected articles to read; resource people to hear--either in person or on tape; trips to take--for viewing particular teaching techniques in action or for attending professional meetings; educational products of all sorts to peruse; free and inexpensive materials to survey; electronic teaching-learning devices to explore. (These are just some of an infinite list of possibilities.)

Another goal in this category would be to provide instances where teachers would take part in "brainstorming" sessions, where ideas gained from study would be shared, and where all possible applications to the local situation would be considered. (These might be called, "What If..." sessions)

Then, since the brainstorming sessions would be designed to create an openness to new ideas, still another goal relating to intellectual stimulation might be to arrange situations in which thoughtful and thorough evaluation of new ideas would take place. These situations could be set up so that the result would not necessarily be in the form of clear-cut conclusions or decisions. Instead, the immediate outcome might very well be a matter of intelligently deferred judgment based on the tentative identification of strengths as well as weaknesses of the materials or ideas evaluated. (This sort of experience could, for some teachers, serve as an impetus toward action research.)

Physical Conditions. If the administrator really wishes to have various avenues of study pursued, he must find a systematic means for making their availability known, and he must make the resources accessible.

He must also strive to provide the time, space, and facilities that will allow teachers to make full use of each resource--and the needs along this line are likely to differ just as much as the resources do. For example, he might find it necessary to provide individual or small-group, as well as large-group work-study areas, listening centers, viewing rooms, demonstration or display areas. He would need to insure the availability of supplies and equipment (and maybe even trained instructors in the use of novel devices). It might be necessary for him to make arrangements for transportation or for the scheduling of certain facets of a special activity.

If he intends to promote personal involvement and interaction among teachers, then he must strive to set up--within the space facilities--furniture arrangements and groupings of individuals that are conducive to achieving interaction. As simple as this task may sound, it still is a consideration that warrants his careful attention. Readers have all been in situations where interaction did take place, as well as those where it did not. The administrator's task is to analyze what the catalyst or catalysts were, translate his conclusions into local terms, and incorporate them insofar as possible into his in-service program.

While the provision of time was mentioned earlier and incidentally as an administrator's goal, some special considerations, perhaps, some special goals exist along this line.

One needs to recognize that learning of this sort takes time. It takes time to absorb the knowledge that is offered by the resources suggested. It takes time to do creative thinking-out-loud in a session; it takes time to evaluate ideas. Does it not follow, then, that a prime goal of the person setting conditions for these happenings must be to allow time enough for them to occur?

Suppose that a time schedule is set up in keeping with what would be predicted as optimal for various activities. In the actuality of the situation, the time schedule may turn out to be wrong. At this point let one hope that some flexibility of scheduling was an aim of the administrator and that other conditions were set to accommodate this flexibility.

In considering the time factor of in-service programs a highly important answer is needed to the question: Can a one-day in-service program ever do the job? The answer undoubtedly rests with the specific topics of study that teachers would suggest. However, more-concentrated study over a longer period of time--either in a "lump" or in intermittent sessions--might be more in keeping with the learning process. Rather than to pursue the question here, it is merely posed as a worthy aim for the administrator to let the allocation of time fit the goals established by the teachers.

Psychological Conditions. The administrator's aims in this category may be the most important ones affecting the success of the in-service program. At the same time, they may be the most difficult ones for him to achieve. They will necessitate deliberate efforts to apply to the utmost his

understanding of human dynamics.

A first goal in this category would be to have teachers feel deeply that they bear major responsibility in improving instruction. A modification of a remark made by Smith (3) fits this context when it is suggested that as long as administrators insist on telling teachers what to do, teachers will not take the responsibility of doing it themselves. It may be that if administrators do a thorough job of setting the intellectual conditions spoken about and also engage teachers in setting program-content goals, this psychological condition will, in large measure, be achieved.

A second goal here would be to help teachers recognize and value their own abilities, and this personal security must be supported by the administrator. Its importance lies in the fact that trying new ideas or using different methods requires a spirit of adventure, a willingness to take a calculated risk, and neither of these will be adopted by anyone if his self-concept is at stake.

Third, an administrator should make it his aim to let teachers know that their individuality is respected to the point of allowing them real freedom in pursuing special interests and in determining the learning experiences which will aid in that pursuit. The trust that will be evidenced if the administrator achieves this goal may yield results far beyond the in-service program *per se*.

The fourth and final goal is to promote teachers' satisfaction with the fact of their learning. Here is meant something deeper than various types of material reward--important as those may be. In a sense this goal focuses on the need for an acceptance by both teachers and administrators of the fact that their learning processes must, like those of the children, include exploring, experimenting, successes, and, yes, disappointments. It would only be the absence of active learning which would be construed as failure.

Conclusion

In-service programs should reflect basic principles of learning, and setting conditions for learning constitutes a category of goals worth considering. The achievement of the specific goals outlined will set the stage for learning to take place.

Determination of the specific content to be studied, then, should be primarily in the hands of the teachers. Their involvement in this and other aspects of the in-service

program is essential.

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NECESSARY COMPONENTS OF THE TOTAL IN-SERVICE PROGRAM

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TODAY, ONE KNOWS more about the process of reading than ever known before, and thus one has the potential to teach reading better than it was ever taught before. This knowledge of the process of reading and this potential ability accompanied by the ever-widening horizon of world communication, the ever-increasing knowledge of the times, and the increasing school enrollment in America present a challenge never faced before--the challenge to teach all school children to use the skills of communication with understanding and efficiency--listening, speaking, reading, and writing.

In Up the Down Staircase, Bel Kaufman's student, Doodlebug, wrote to his teacher, "I give the impression of being mature, but it's just the opposite." Existing in-service programs in reading may give the impression that they are mature, but those who work with reading programs day-in and day-out have the feeling that "...it's just the opposite." There is the challenge for all schools, all systems, all districts, and all states to develop definite, specific plans for in-service education for all school personnel. The plans must then be implemented into active, strong, imaginative programs of reading that will enable every student to continue his development in reading toward his full potential.

Improvement in existing reading programs will remain a hope rather than a reality without in-service education programs. The Harvard-Carnegie reading study, The Torch Lighters, helped to establish the fact that colleges and universities are not adequately providing for the preservice education of teachers of reading. Although existing college programs in teacher education are being steadily improved, the colleges cannot assume total responsibility for the education of teachers. Many understandings and techniques related to the successful teaching of reading can best be learned while teachers are on the job. The guidance of new teachers, the reeducation of experienced teachers, the continuing study of administrators and supervisors must be provided under the guidance of public school administrators. Results of reliable research, new methods, new instructional

materials and media, new federal programs, and the need for better communication make in-service programs a necessity.

There are four necessary components in an in-service program of reading for today's teachers. These are a total plan for the improvement of reading instruction, an environment that is a challenge to good teaching, a framework for action and change, and an evaluation of the in-service program.

A Total Plan for the Improvement of Reading Instruction

The total plan may be for a state, a district, a system, or a school. Ideally, the plan should involve all four. The in-service program should be an integral part of this total plan.

First, there should be provision for the three phases of the reading program--the developmental, the corrective, and the remedial. The developmental program should be for all students, K-12, taught by all teachers. It should have adequate instructional, enrichment, and library materials and media suited to the reading levels of students. Provision should be made for group and individual instruction that meets the needs, abilities, and interests of all children. The developmental program should provide a program of systematic reading instruction from kindergarten through the eighth grade, elective reading classes in grades nine through twelve for average and above-average students, and emphasis on the independent, personal reading of fictional, nonfictional, and informational materials.

The second phase of the total reading program, the corrective program, should be for students reading approximately two years below grade level who are capable of reading at a higher level. It should be taught by interested teachers with special education in the teaching of reading. Classes should meet in reading laboratories with many varied materials and media suited to the reading levels of the students. It should be a part of the reading program of the local school and housed in the local school. Classes should have not more than fifteen students and there should be individual and small group instruction as needed.

The third phase, the remedial program, should be for students who are severely retarded in reading. It should be taught in reading laboratories with many varied materials and media and with all needed testing materials and media.

The laboratories should be located in reading centers or clinics.

The second part of the total plan for the improvement of reading instruction is the provision of special services such as research and special programs. The third part is the education--both preservice and in-service--of teachers and administrators. The fourth part of the total plan is the provision of supervision at the system and state levels, and the fifth and final part is the continuous evaluation of the total reading program.

If the in-service program is a part of such a total plan, it is much more likely to be successful than if it is an isolated effort. This total plan also both presents and represents a philosophy for the school system, district, and state; and it provides needed coordination of all segments of the reading program.

An Environment That is a Challenge to Good Teaching

The informed leadership of superintendent, supervisors, and principals who understand the reading process, who know what good reading instruction is, and who insist upon it in their schools can bring about the environment that is a challenge to good teaching. Active, skilled, dynamic supervision of the reading program can be accomplished by the superintendent, principals, and supervisors. This kind of supervision is conducive to the environment that encourages teachers to express their ideas and feelings, identify and attempt to solve their problems, pioneer in new ventures, explore, make mistakes, change, and grow. Such leadership can accomplish the communication between teachers and administrators that is vital to a successful reading program.

A Framework for Action and Change

The framework for action and change consists of a plan of organization and a plan of implementation of promising practices. The plan of organization is concerned with 1) readiness activities, 2) participants, 3) purposes and goals, 4) leadership, 5) time and place, 6) materials, and 7) patterns of organization.

Readiness Activities. Readiness activities should set the stage and provide motivation for the learning that must take place in the in-service program. There should be planned opportunities for teachers to discuss the teaching of

reading, to identify their problems, and to determine goals. Some other activities may be interclass visits, experiments with new procedures and materials, and discussions of test results.

Participants. Most in-service programs are planned for teachers, but there should also be a program for the superintendents, principals, supervisors, and reading consultants. Although the teachers are the major participants in local programs, the superintendents, principals, supervisors, and reading consultants should actively participate in this program. Counselors and librarians, as well as outside consultants, may take part in the activities, also.

Purposes and Goals. The participants in the program should determine the goals and purposes of the program. These purposes and goals, which should be realistic and practicable, should determine the purposes and goals from their own needs; but if the program has the desired flexibility, new purposes and goals may be set as the program progresses.

Leadership. Good leaders are likely to make good programs. Local leaders should be used if possible for they understand the local goals and problems. The leadership roles should be shared by teachers and administrators. If outside consultants are needed, they should be carefully selected and given specific and definite purposes for the visit. The selected consultants should be knowledgeable in the area of reading instruction, and they should be able to work well with teachers.

Time and Place. Time for the activities of the program should be in direct proportion to the purposes and goals of the program. New and creative patterns of time arrangement must be used if the program is to be successful. Released time for teachers is now possible with the advent of federal and other funds for teacher aides and substitute teachers. The efficiency and attractiveness of physical facilities for conducting the activities are of importance to the success of the program. The well-planned use of the new patterns, designs, and facilities of school buildings will enable teachers to use these features more effectively in their teaching.

Materials and Media. A multiplicity of instructional materials and media should be used, and these should be selected with the purposes and goals of the program in mind.

Teachers should read, study, explore, and discover the selected materials and media and use them effectively and efficiently in reading classes.

Patterns of Organization. In-service programs may be organized by the state, district, system, or school. At any level, the pattern of organization should be determined by the common problems of the participants. State, regional, system, or school meetings; summer workshops; educational television non-credit programs; educational television, campus weekend, or field courses for college credit; and internship programs for college credit may be used. Orientation sessions for such programs as summer reading programs, work on reading curriculum guides, research programs, and workshops for superintendents, principals, and supervisors may be conducted. Pre- and post-planning sessions; before, during, and after school sessions; grade-level groups; demonstrations; and workshops to study specific problems, such as, word recognition skills, may be used. The creativity of local leaders will lead to the designing of imaginative patterns of organization to meet local needs.

In Conducting In-Service Programs in Reading, the authors (Aaron, Callaway, and Olson) state: "If the in-service program does not result in improved instruction in the classroom, it is of little value. The purpose of in-service work is to help teachers to get new ideas and to use the ideas to improve the skills and abilities of the students. In order to accomplish this, the program needs to be organized so that effects are seen in the classroom." Demonstrations, experimental studies, new instructional materials and media, informational bulletins, and research activities may be used to implement new and promising ideas. There should always be the opportunity to use the new and different procedures and materials. The in-service program should always be a change agent.

Evaluation

There should be continuous appraisal of the total reading program as well as the in-service program by state and local leaders--including teachers. There should be measurement of the achievement of students in reading skills and in increase in individual reading and growth in reading interests of students. The growth of teachers and administrators in the understanding of the reading process and the teaching of reading should be measured. The ultimate goal of any in-service program for teachers of reading is the improvement

of instruction so that the public schools of America will develop readers who not only can read but do read.

If the in-service program includes the components of a total plan for the improvement of reading instruction, an environment that is a challenge to good teaching, a framework for action and change, and an evaluation of the in-service program, readers who both can and do read are more likely to be developed.

IDENTIFYING AND MEETING IN-SERVICE NEEDS OF READING TEACHERS - TEACHER INVOLVEMENT

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THE RESPONSIBILITY for providing dynamic in-service education for teachers of reading has been emphasized by factors even more significant than the continuing flow of publications relative to the adequacies and inadequacies of reading instruction in the United States today. The publication of the findings of the first Harvard-Carnegie reading study, The Torch Lighters: Tomorrow's Teachers of Reading (3), revealed glaring weaknesses in the preservice education of most teachers of reading. The availability of federal funds for the improvement of the teaching of reading under Title I of ESEA created a demand for persons with an adequate background in reading which far exceeded the supply; in order to qualify for such funds, school districts have been forced to "re-educate" many teachers who have specialized in other areas, others who have qualified under special certification permits, and still others who have returned to the teaching profession after a long absence, in addition to offering assistance to recent graduates of institutions offering no specific training in the area of reading. The number of capable experienced teachers of reading who need information relative to new materials and innovations in reading instruction, stemming from research, represents almost total involvement of personnel charged with any responsibility for reading instruction. A realistic and effective program of in-service education is the only solution for the problem of improving reading instruction. Inaugurating and implementing such a program are the responsibilities of administrators, but success is dependent upon the involvement of teachers. When they are concerned about the task of teaching reading, they are ready for an in-service program. When the program is designed to meet their needs, they are willing to become involved.

Identifying In-Service Needs

Of the groups of teachers listed above, those who are new to their current assignment are the most eager participants in a thorough program of in-service education. For this particular group identifying needs, a basic concern in any successful in-service program, is relatively simple. In many systems the personnel director involves the principal of the receiving school in selection and placement of teachers. The

principal and the personnel director study records, recommendations, and transcripts, which reveal strengths and weaknesses in preservice education and prior experience. The principal who views himself as an instructional leader in his school quickly categorizes the probable in-service needs of his new faculty members. When the principal is involved in planning and implementing programs to meet such needs, he can effect significant changes.

Such early contacts, though seldom listed as in-service education, are, in reality, the first step in building a sequential and continuing program. Here the newly selected teacher is familiarized with the philosophy of the school district, is invited to raise questions concerning reading programs, is encouraged to seek an opportunity to talk with other persons charged with the responsibility for assisting new personnel, and is made aware of opportunities for acquiring additional assistance in preparing for her new assignment, such as school-sponsored workshops, college course offerings, and summer conferences.

A second step in an in-service education program is accomplished when the newly selected teacher in reading asks for an appointment with specialized persons, such as, consultants, supervisors, or specialists, in the administration of the reading program. Such an informal meeting establishes a climate for further conferences and may well set the stage for other valuable in-service contacts--classroom observation and follow-up interviews.

Involvement of the principal in the selection and placement of teachers gives him an opportunity to plan an orientation program for new teachers prior to the beginning of the school year.

Planning in-service programs for experienced teachers offers greater difficulties. Such programs must be based upon the problems which the teachers identify. The process of identification may be facilitated by a self-evaluation study conducted in each building; in such a study a careful appraisal of the current practices in the teaching of reading should be made; weaknesses should be noted; and topics for study should be listed in the order of significance to teachers involved in making the study. Several devices for such an evaluation are available. A questionnaire such as Adams used in her study to determine teachers' instructional needs in teaching reading (1) would doubtlessly provide guidance in planning a self-study, though no program designed for one locale would be completely applicable to another. Guides for self-study such as those provided by the Southern Association of Schools and Colleges (5) offer critical standards for

evaluation of helpful bibliographical information in planning continuing self-improvement programs.

The SRA Reading Institute Extension Service, prepared under the direction of Carrillo (4) and composed of eight units which present a suggested plan for a year long in-service program, devotes the first unit to the evaluation of the present reading program. This unit provides self-appraisal questionnaires and checklists which offer guidelines for evolving appropriate procedures for improvement.

A Team Approach to Meeting In-Service Needs

Once the teachers have identified their needs, the topics for development must be arranged on the basis of the immediacy of the need. Then the topics must be categorized as those pertaining to and of interest to all teachers of reading, both new and experienced; those which relate to a particular building; those which are peculiar to a particular area, such as primary, upper elementary, and secondary; and those which have a special connotation and denotation for one grade level--e.g., for first grade reading teachers readiness would have implications that are not synonomous with those for reading teachers of the fourth grade. A further differentiation might identify those which can be successfully carried out within the time limitations of the school day and the school year and those which would require more extensive time allocations.

Although the term "in-service education" may suggest a limited number of activities to many teachers and administrators, there are so many different activities and approaches that the group charged with devising a design for an in-service program, which will surely include both teachers and administrators, can plan with imagination. The only limiting factor will be the effectiveness and the efficiency with which a particular approach attacks the identified area of need.

Schools sampled in the second Harvard-Carnegie study, The First R (2), listed the following in-service activities in order of frequency: workshops, preschool orientation meetings or institutes, demonstrations, visits to classrooms in other buildings and systems, faculty meetings, grade level meetings, and area meetings. Niles (8) mentions other in-service activities, not previously mentioned: a workshop for principals, a summer reading program for the dual purpose of in-service education for teachers and assistance for children, the use of TV, films on teaching techniques, assignment of classroom teachers as aides in reading clinics or remedial classes, publishers' consultants, independent study and research by individuals and groups of teachers, professional reading, and

board of education support for college training. Harris (7), writing concerning in-service in a general sense, suggests still other activities which provide in-service education in the area of reading and offer opportunities for teacher involvement: brainstorming, buzz sessions, role playing, and tape recording.

Preschool orientation represents a routinely accepted form of in-service education, patiently endured or deeply appreciated and dependent upon its purposes, its organization, the freshness of approach, and recognizable benefits in terms of improved techniques, greater understanding of new materials, and an awareness of opportunities for further improvement. To meet such tremendous challenges, preschool orientation must be organized so that there is a distinct period of time devoted to the new teachers, prior to that involving all personnel. Since reading constitutes only one component of the total program, only a limited portion of preschool orientation can be allocated to aid in the teaching of reading. Every year a definite block of time must be reserved for reading for new teachers; reserving such time for experienced teachers may, of necessity, be done only when new materials are being presented or when sweeping changes are to be inaugurated. Following such presentations by evaluations by both new and experienced teachers and by recommendations for types of activities to be presented at a day of in-service later in the semester assists in continuing improvement in such a program, provides for meeting expressed needs of teachers, and implements the vital process of teacher involvement.

Providing released time on a schoolwide basis for an entire day of in-service to follow through on proposals made in the preschool orientation feedback, to offer an opportunity for teachers to meet in small group situations to share ideas and materials, and to present consultants who may be publishers' representatives or recognized authorities from neighboring college campuses is a wise investment of money and time. It is tangible evidence that in-service education is regarded as being of critical importance in the educational structure. Here, too, reading must be allocated only a portion of the entire day, but a variety of offerings, some being repeated during the day, makes it possible for each teacher to choose from "an in-service smorgasbord." No particular sessions are required for any teacher except those which may be designed for teachers in a highly specialized area. To insure that such meetings continue to meet the objectives for which they were structured, namely, to increase the knowledge and improve the performances of teachers within the system, a teacher chairman and a teacher recorder report

the effectiveness of the individual sessions, the responsiveness of the participants, and the recommendations for ensuing sessions.

The flexibility of the workshop makes it a valuable in-service activity which can be adapted to the needs of either large or small groups; it can be conducted on released time or in after-school hours; it can cover a brief period of time or be extended to earn professional credit. For the workshop to offer an incentive for continuing growth, areas to be explored must be selected by teachers; participation must be voluntary; the participants in the workshop must be involved in planning its design; and its successful completion must present tangible evidence of the accomplishment of the purpose for which it was organized.

In-service activities planned within a particular school in the local district offer the greatest opportunity for total faculty involvement. Leadership for such activities is the responsibility of the principal as the instructional leader for his faculty, and it is left to his discretion to involve his faculty and whatever consulting staff his district employs to assist him. Theoretically, the principal is sufficiently knowledgeable to give direction to improvement of the reading program; unfortunately, this condition is not necessarily true. The requirements for an administrator's certificate rarely require any course in the teaching of reading. Under such circumstances making use of grade-level chairmen who are qualified to lead group activities in reading offers an alternative and encourages further involvement of personnel.

Some reading consultants have planned in-service workshops to acquaint elementary principals with the objectives of the reading program, the methods and materials to be used, the scope and sequence of the program, and the neccessity for providing many types of instruction and material. One such program consisted of eight two-hour sessions, meeting one evening each month. The first session was devoted to setting purposes and planning the design of the workshop. Six sessions were devoted to presenting the reading program for each of the six grades served in the elementary school. A master teacher at each level presented methods and materials, conducting the session in her own classroom. For the final session all principals attended a reading conference, participating in the sessions planned for administrators.

The regular faculty meeting offers many advantages as an in-service tool; primarily, it is a regularly scheduled meeting, and its use for in-service education justifies its existence and allocates time that has already been reserved

to purposes more acceptable to teachers. Although only a portion of such time could be devoted to a single subject area, such as reading, topics of great concern in that area might serve as the focus for faculty meetings or study groups for a designated time; i.e., for a month or for a six weeks' period. Winters (9), who presents an imaginative approach to such uses of the faculty meeting, suggests split-level meetings by areas, grade-level meetings, panel discussions, role-playing, buzz sessions, and "swap sessions" for ideas and materials.

In the final analysis, the success of the in-service program is determined by the attitude of administrators. When they exhibit a willingness to support such efforts, a climate for improvement has been created. When administrators encourage attendance at professional meetings by granting released time, by paying registration fees, by offering opportunities for sharing knowledge gained from such experiences, by recognizing efforts of teachers who are participants at such meetings, and by making financial provision for enriching in-service programs a budgetary item, then they offer tangible evidence of their concern for continuing growth. When administrators participate in in-service education activities being undertaken for the improvement of personnel within the system, they do more than give lip service to the basic philosophy of in-service education--the belief that all professional people can grow and develop. Harris (6) gives an excellent summation: "All of us as professional people have to look at ourselves as learners if we are going to remain professional. We have to have help from leadership personnel whose major job is stimulating, guiding, coordinating, and facilitating professional growth. In human organizations such as the schools, professional growth is the central leadership task of supervision and an essential requirement of each individual."

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IN-SERVICE PROGRAMS IN THE LARGE SCHOOL

Louise Markert
Seattle Public Schools

IN-SERVICE EDUCATION is a program of long standing in Seattle. Yearly there are between 1,500 and 1,600 staff members enrolling for some kind of in-service work each semester. This number constitutes a very adequate representation for a staff of some 5,000 members.

Guides

Every year Seattle offers approximately sixty in-service classes covering all areas of the curriculum. These classes are described in the catalogue, Guides on Professional Study Programs. The guides cover one semester's offerings. They are mailed out in the middle of August to all teachers in the district in order to give every staff member an opportunity to plan ahead. In the future, the guide will cover the program for the entire year. This plan will give teachers and curriculum personnel more opportunity for long-range planning. Insofar as course content is concerned, there will be more continuation and sequential coverage when the in-service picture is seen in its entirety rather than in piecemeal fashion.

How Classes Are Initiated

The in-service department solicits recommendations for courses to be offered from the staff members of curriculum, administration, and guidance departments as well as from principals and teachers.

When there is a general interest or need for emphasis in a certain subject area within a building, the principal might request that a particular class be held in that building. Also, principals or teachers in a certain geographical area may desire a professional class to be taught for them in some school within that area.

Course Offerings

There are a variety of courses being offered in all subject areas and at all grade levels. Some courses which have general appeal to all teachers include the following:

Survey in geology--takes teachers into the mountains to dig for geological specimens to bring back and use for classroom instruction.

Smoking and health--concentrates on the psysiological, psychological, social, and economic aspects of smoking. Medical experts brought in to show the relationship of smoking to respiratory diseases and cancer.

American images of Africa--a course to better inform teachers about Africa and to examine the validity of stereotypes about Africans.

Salt water beach life--a course to enable teachers to study marine animals in their natural habitats. Some of the work is done in underwater gardens and aquariums.

Pacific Northwest Indians--a course held at the State Museum at the University of Washington which provides field trips to local Indian sites and class participation in digging for artifacts.

Trees and forest--a class to show the forest as a natural living resource and to provide background for teaching conservation. Classes are held at the University of Washington Arboretum and the University's Demonstration Forest.

(other courses, including those especially related to reading and in-service experiences, are described in the guides which can be obtained by writing: David Kroft, Seattle Pulic Schools Administrative and Service Center, 815-4th Avenue North, Seattle, Washington.)

In-Service for New Teachers

Every fall a workshop for new teachers is held prior to the opening of school. This workshop covers all subject areas and such general areas as classroom management, program planning, and evaluation. New teachers are not required to take this workshop but are heartily encouraged to do so. There are no fee and no credit; if credit is desired, then the fee must be paid.

When a teacher is hired, it is assumed that he is adequately prepared to teach the existing curriculum. If the school district imposes a new program, then it becomes the school district's responsibility to up-date the teacher's training but not at the teacher's expense. Under these circumstances help is offered with no fee and no credit. (Examples: new math, transformational grammar)

Recommendations for In-Service Work

A principal may recommend to teachers certain courses which would help upgrade work, particularly where training is lacking or where teaching needs to be strengthened.

In all professional classes, workshops, and institutes, there are performance requirements in addition to attendance requirements. These requirements may consist of preparing resource or teaching units, reports, annotated bibliography, or courses of study.

This year several university extension classes are being offered and enrollees in these classes may earn university extension credits rather than professional credit. These classes are directed in content toward specific needs and desires.

Evaluation

1. In-service department sends out evaluation forms asking teachers what they thought of classes and suggestions for improvement.

2. Instructors take individual teacher polls to see how needs might be better met.

3. The administrator (principal) evaluates the teacher's work or performance in the classroom after the in-service work.

Future Plans

The biggest problem is to meet all the needs of in-service without taking up too much of the teacher's time. The present time involvement concerns late afternoon, evenings, Saturday, and summer time. Various ways for releasing teachers during school time for developing certain materials and learning new methods of teaching are being considered in order to reach more teachers in a more concerted way. With the publication of a single in-service catalog based on three quarters rather than two semesters, the system is faced with the challenge of planning a long-range in-service education program. Also, it is hoped that more college credit extension courses will be offered in the future.

Seattle Educators are striving for ever-increasing imaginative approaches to in-service education classes. In every subject area, but especially in reading, changes are taking place and ideas are germinating. Investigation and analy-

sis of those ideas that will help build a better program are warranted.

It is hoped that the in-service offerings can be made stimulating enough to challenge teachers and to help them understand the philosophy that underlies the basic goals for the teaching of reading. Teachers are sincerely seeking practical answers. The in-service program in Seattle is geared to meet this need.

IN-SERVICE PROGRAMS IN ACTION: THE SMALL SCHOOL - THE RICHARDSON STORY

Nadyne Hill
Richardson, Texas, Public Schools

RICHARDSON, TEXAS, is a suburb of Dallas. The Richardson Independent School District encompasses an area of thirty-nine square miles and has eighteen elementary schools, five junior high schools, and three senior high schools. In this district provisions for continuing in-service education for teachers are a designated duty of the department of instruction, with leadership responsibility being shared by the administrative assistant for instruction, the director of curriculum, two secondary consultants, and three elementary consultants, one of whom is the reading consultant. The importance of the program is further underscored by the fact that funds for implementing it are provided in the annual budget.

The Richardson School District has identified three significant reasons for maintaining a continuing program for in-service education of teachers of reading: the rapid growth of the school district, the organizational design for instruction in the district, and the lack of specificity in requirements for certification of elementary teachers in Texas.

In 1955, the student population of the Richardson School District was 1,118; the teaching staff numbered seventy-two. In the fall of 1967, the student population numbered 23,821 with a teaching staff of 987 teachers and a total professional staff of 1,088. Such phenomenal growth offers a tremendous challenge for in-service education.

The organizational design for instruction for the school district is that of a self-contained classroom, a design which makes the well-worn expression that "every teacher is a teacher of reading" a reality. Though many variations exist in the district, such as interclass grouping, intra-class grouping, honors groups in the intermediate grades, basic skills classes, and special classes for children with specific language disability, every elementary teacher is responsible for instruction in reading. The implication this fact has for in-service education is obvious when it is pointed out that teachers in Texas may be certified to teach in elementary schools without having had any specific training in the teaching of reading.

Richardson's plan for improving the quality of the teaching of reading includes a preschool orientation program, workshops, released time on a school-wide basis for a day of in-service, on-the-job assistance, and continuing programs of self-improvement.

The design for the preschool orientation program makes a careful differentiation between activities which are meaningful to teachers who are new to the district and those which are meaningful to experienced teachers. Four days are allocated to preschool orientation activities. The first day is devoted to new teachers; the second day involves new teachers and those who are beginning their second year with the district. The program is presented by the second-year teachers. Meeting with supervisory personnel two weeks prior to the opening of the new school term, second-year teachers refine their plans which were projected the previous spring in grade level meetings. Time is allocated for the presentation of materials and techniques for each major subject area. In reading, this presentation generally includes the interpretation of the philosophy of the district relative to the teaching of reading, a display of the available materials, and specific suggestions for diagnosing the strengths and weaknesses of students and for the selection of appropriate materials.

On the third day of preschool orientation all teachers are involved. The portion of this day devoted exclusively to the improvement of the teaching of reading is determined by two considerations, whether great changes are being made and whether new materials are being presented.

On the fourth day of the preschool orientation all teachers report to the building to which they are assigned where the principal assumes responsibility for continuing the orientation program. These plans include a general faculty meeting and grade level meetings, where experienced teachers are assigned to assist new teachers. Such sessions include making schedules, sharing lesson plans, securing materials, and preparing bulletin boards. Supervisory personnel are available for assistance during this day at the request of the principal.

Continuing on-the-job in-service for classroom teachers, each of whom is a reading teacher, includes conferences with the supervisory staff, scheduled visits, classroom demonstrations, grade level meetings, opportunities for visiting other classrooms, and opportunities for participating in workshops, which are planned at the request of teachers.

These opportunities for continuing growth also provide the further reward of earning credit to meet the board requirement of three hours' college credit or the equivalent thereof every three years.

One of the most effective in-service activities of Richardson's program is the annual day of released time for teachers, when an extensive and varied program is offered involving the total professional staff of the school district. The activities of the day are the outcome of planning involving the members of the administrative staff of the department of instruction and embodying the recommendations from classroom teachers and building principals. Planning for the succeeding year begins immediately following the current year's program.

The design of the program is similar each year, following this format: a general session, featuring a speaker whose background fits him to challenge and inspire progressional educators; and four sessions of an hour each, two in the morning, separated by a coffee break sponsored by the local chapter of the Texas State Teacher Association, and two in the afternoon. Because of the relatively small size of the district the entire staff can be accommodated in one of the larger facilities of the district.

At each hour a variety of offerings is available and teachers have complete freedom of choice. Offerings which have wide appeal, such as demonstrations using children, are repeated at every session. Though reading must be allocated only a portion of the entire day, during one such day eleven topics designed to help the teacher of reading to be more effective were offered. These sessions included demonstrations, displays of materials, discussion groups, and lectures; they included contributions of teachers, principals, and resource people from outside the district, such as consultants from publishers and personnel from neighboring educational institutions.

In order to provide for evaluation of the day's program and to secure suggestions for additional in-service activities, the following in-service report form was completed for each session.

IN-SERVICE REPORT FORM

Subject Area _____ Chairman _____
Guest Speaker _____ Position _____
Other Participants _____
_____
MATERIAL COVERED IN PRESENTATION:
_____
_____
ITEMS NEEDING COVERAGE IN FUTURE SESSIONS:
_____
_____
Session Number _____ Name of Recorder _____
Number Attending _____
In the opinion of the recorder, this session was
excellent _____ good _____ fair _____ poor _____

As an accredited member of the Cooperative Program in Elementary Education of the Southern Association of Colleges and Schools, the Richardson elementary schools must undertake a self-improvement program each year. Every sixth year an intensive self-study is made. Areas needing improvement are identified by principals and teachers; these areas are considered in selecting a topic for the year's self-improvement study.

A committee composed of representatives of the department of instruction and of the elementary principals' committee of the Southern Association submits three topics to classroom teachers. Their selection determines the subject of the year's program. Obviously, the topic does not always relate to reading per se; however, the accompanying program for the year 1967-1968 is highly relevant.

REPORT OF
PLANS FOR SCHOOL IMPROVEMENT
1967-1968

1. Statement of the problem for study:
   To study linguistics as it is involved in the language arts area in grades one through six by examining current materials on the topic and using the new ideas in implementing the present program.

2. Status of the problem or project at beginning of the study:

New readers have been adopted in grades one through six. They include many linguistic threads. New spellers will be examined during the year. Teachers determined last year in self-studies that were made that they felt a need to study more about linguistics. Teachers in each building voted on topics for the improvement project and decided on linguistics.

3. Description of procedures to be used:
   The faculty will meet once a month to examine together the following topics:

   November - What Is Linguistics?
   The History of Language
   Language Changes
   December - Dialects
   January - Linguistics in the Classroom - Reading
   February - Linguistics in the Classroom - English
   Grammar and Usage
   Patterns and Structure
   March - Linguistics in the Classroom - Spelling
   April - Innovations and Evaluation

   The study will be directed through television presentations of each topic. Teachers will examine many articles from current publications.

4. Provisions to evaluate effectiveness of procedures:
   a. Observation by principal and other administrative personnel.
   b. Group discussion regarding the following questions:
      (1) Was the study well planned?
      (2) Was there application in the classroom of linguistic procedures gained from the study?
      (3) Was there an increased use by teachers of professional books and materials?
      (4) Were the procedures used during the study effective?
      (5) Was leadership shared?
      (6) Did all faculty members participate?
      (7) Have the children benefited from the study?

5. Designation of leadership responsibilities:
   Each principal will serve as study leader in his building. Consultants will meet with principals to plan each area of the study. A television presentation will be made on each topic. Follow-up discussions will be held in each building.

6. Resources to be used:
   Consultants
   Resource people
   Professional publications on linguistics

7. Provisions for time:
   Meetings will be held the 2nd Wednesday of each month November through April. One hour will be devoted to the television presentation and follow-up discussion.

These programs are presented on KRET, which is an educational television station owned and operated by the Richardson Independent School District. Such presentations are recorded on video tape in order that they may be reviewed later if the need arises.

Beginning with the summer of 1965, workshops designed to help teachers work more successfully with children who have specific language disability have been held in cooperation with East Texas State University, Commerce, Texas. These workshops, which are of four weeks' duration, carry three semester hours' credit at the graduate level. Each day's session begins at 8:00 a.m. and is concluded at 12:30 p.m. The daily schedule includes a group demonstration involving as many students as there are teachers enrolled in the workshop, a session when each teacher works with the student assigned to her, a lecture period, and a session devoted to lesson planning, preparing materials, and reading related publications.

Students who participate in the workshop pay tuition since the workshop must be self-sustaining. They are recommended for participation by classroom teachers and are selected on the basis of severity of disability in the area of reading. Students whose intelligence quotient is below the average range are not considered for participation.

The school board offers encouragement for continuing self-improvement by paying registration fees at the Conference of the Texas Association for the Improvement of Reading, which is held each spring at Southern Methodist University in Dallas. As a further incentive for professional growth, salary increments are based on each twelve semester hours earned beyond a degree. Since there are five universities within a fifty-mile radius of Richardson offering strong programs in the teaching of reading, it is possible to participate in such programs during the school year.

Continuing evaluation of the in-service program by administrative personnel and by classroom teachers insures constant revision of the program designed to improve the quality of the teaching of reading in the Richardson schools.